

CDE, High School Leadership Division

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High School!

A Monthly Newsletter for California Educational Leaders

H i g h l i g h t S i t e

Kern High School District's Department of Research and Planning

This month's Highlight Site is Kern High School District's (KHSD) Department of Research and Planning in Bakersfield California. Directed by the very capable Dr. Paul Hoagland, the department has been doing state-of-the-art planning, forecasting and assessment support for many years. With the increasing expectations from the state and from federal No Child Left Behind requirements, this department provides a true benchmark for other districts in California.



District and Department Overview

The KHSD is the largest 9-12 district in California, with over 30,000 high school students. The district covers over 3,000 square miles centered around the city of Bakersfield. There are 14 comprehensive high schools, five continuation schools, one evening charter school serving at-risk students, and several special education sites. This coming fall, the district will open its fifth new comprehensive high school since 1991 and is purchasing land for a sixth new school to open in fall of 2006. Approximately 1,350 teachers are the core of the district.

Students come to the district from 25 feeder districts ranging in size from 28,000 to twelve students. These districts are urban, suburban, and rural -- each having a distinct identity. There are 38 public middle/junior high schools and about ten significant private schools sending students to the district. This governance structure presents a few challenges to the research department.

The KHSD Research and Planning Department (R&P) consists of two certificated and two classified employees. Additional clerical time is periodically added on an ad hoc basis. The R&P Department coordinates all district-wide testing, completes the California Basic Educational Data Systems reports (including Professional Assignment Information Form) and other state reports, conducts demographic studies and projects enrollments, oversees the district's boundary committee process, calculates staffing formulae, prepares annual salary tables, conducts internal research, and "other duties" as assigned by the superintendent. The department relies heavily on technology and employs high-speed printers, a drafting plotter, and a small optical scanner for processing special surveys and tests. Aside from the basic office programs, they also use statistical, geographic information system (GIS), survey, test analysis, form development, and similar software.

Highlight Site (cont.)

Scope of Work and Support

The research staff relies heavily on the support of the district's Data Processing Department, particularly the three programmers who work with the central IBM AS400 computer. The central database contains all student-level test data from the state as well as data from SAT, ACT, AP, PSAT, etc. Summary testing, performance, and demographic data are posted in electronic folders available to some 2,500 district employees.

In addition to managing this information flow, the department provides sites support with special responsibilities such as Western Association of Schools and Colleges surveys and pilot tests which are managed using PC-based software and scanners. GIS-based maps are also utilized on occasion.

Simply managing the administration of the state testing program soaks up most of their time. The department assists schools with schedule planning and logistical issues. For the March 2003 California High School Exit Exam (CAHSEE) testing, the district needed to rent tables from as far away as southern California and Nevada. But while these logistical tasks consume most of the time, the more interesting challenges go to the communication issues created by governance structures.

Articulation with Feeder Districts

In order to facilitate communication with the range of feeder schools, each fall the district gathers directory information on eighth graders from all the public and private partner schools. Each spring the research department gathers placement recommendations from the feeder schools which address readiness in math and English, gifted and talented education referrals, and at-risk concerns. Simultaneously, the department gathers spring seventh grade Standardized Testing and Reporting (STAR) and fall eighth grade California English Language Development Test data directly from the respective publisher. (These firms tend to be quite helpful – for a fee, of course.) These data are integrated in the AS400 and reports sent to the appropriate school for pre-registration in May.

Each fall the research department prepares a Freshman Performance report, which integrates fall course enrollments, first quarter grades, recently gathered eighth grade STAR data (another check to the publisher), and the prior spring's recommendations. These data are sent to each feeder school principal both as a courtesy and an opportunity to evaluate the efficacy of the prior spring's recommendations. At the close of the year, a similar report is sent which displays both semester's math and English courses and grades. Copies of these reports are sent to each high school.

In the fall of 2002 the department was able to prepare a similar report for feeder partners, which looked at junior CAHSEE data, course enrollments, and recommendations from their eighth grade year. They were particularly pleased with this project as it helped facilitate the critical dialogue surrounding preparing students for CAHSEE success.

Highlight Site (cont.)

These reports demonstrated the excellence of the recommendation process at identifying likely CAHSEE-challenged students.

Otherwise, some of the most interesting work the Research and Planning Office has conducted involves integrating writing programs (and scoring) in grades seven through college and similar college-readiness projects. But that is another story!

Dr. Paul Hoagland, may be reached at KHSD for further information.

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API Indicator Weights



In January, the California State Board of Education adopted revisions to the weights used to calculate the 2002 Base Academic Performance Index (API). Based on technical considerations and citing the changeover from the nationally norm-referenced test (NRT) Scholastic Aptitude Test to the California Achievement Test, Sixth Edition Survey (CAT/6), the Technical Design Group for the API recommended that the revisions be applied to the 2002 Base and the 2003 Growth API.

The weight for the NRT for high schools was reduced from 29 percent to 12 percent. Accordingly, weights for the California Standards Tests (CSTs) were increased.

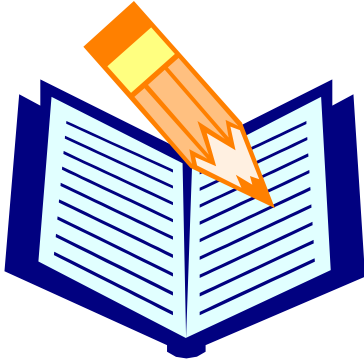
To see the API Indicator weights for grades nine through eleven go to

< www.cde.ca.gov/psaa/api/hs02ind_wts.pdf >

- California Standards Tests (CSTs) are multiple-choice tests for all students in grades two through eleven and writing tests for students who take the grade four and seven multiple-choice tests. All items on these tests are developed by California educators and test developers. The items are written specifically to assess students' achievement of California's Academic Content Standards that describe what students should know and be able to do in each grade and subject tested. Individual student scores on the CSTs are compared to preset performance criteria to assign one of five performance levels: advanced, proficient, basic, below basic or far below basic.
- California Achievement Tests (CAT/6) are multiple-choice tests for all students, grades two through eleven. These tests are published by CTB/McGraw-Hill and compare each student's score to the scores of a national sample of students tested in the same grade at the same time of the year. The content reflects national standards and allows a comparison of California students against others from across the nation.

More information can be accessed from < www.startest.org >, < <http://api.cde.ca.gov> > or < www.ctb.com > (CTB/McGraw-Hill).

CAHSEE Update



The spring 2003 administrations of the California High School Exit Exam (CAHSEE) are March 4-6 and May 13-15. All tenth graders must take the CAHSEE during one of these two administrations. Additionally, eleventh graders who have not yet passed one or both portions may retake them during one of these two opportunities. A training video regarding the administration of the CAHSEE was mailed to district test coordinators in early February. District test coordinators may use this video when training school test coordinators and test administrators prior to each administration of the exam.

Educational Testing Service (ETS), the contractor for the development of the CAHSEE, is currently seeking readers and scoring leaders to score the essays for the English-language arts (ELA) portion of the exam. Teachers (active or retired), graduate students, substitute teachers, student teachers, and non-teaching individuals who possess a bachelor's degree from an accredited college or university are strongly encouraged to apply. Please visit the ETS Web site at < www.ets.org/reader/osn/cahseeosn.html > for further information and to complete an online application.

Development of the CAHSEE math and ELA study guides continues, and the guides will be available by June. Each tenth grader who participates in the spring 2003 administration will receive a study guide for the portion(s) of the exam not passed; the study guides will also be available on CDE's CAHSEE Web site at < www.cde.ca.gov/statetests/cahsee/ >.

The CAHSEE Remediation Guide, which was distributed to district test coordinators last December, is now available through the "Resources" link on the California Department of Education's CAHSEE Web site. On-site Remediation Guide training is also available to districts. Please contact CDE's CAHSEE Office at the number below for more information.

CAHSEE waiver requests must now be submitted to the local school board. Senate Bill 1476 (Ch. 808, September 2002) moved the CAHSEE waiver request process to the local level beginning January 1, 2003. An updated version of CAHSEE Questions and Answers, which contains more information about this new waiver process, is available through the "Frequently Asked Questions" link on CDE's CAHSEE Web site.

For more information about the CAHSEE, please visit CDE's CAHSEE Web site < www.cde.ca.gov/statetests/cahsee/ >. or contact the CAHSEE Office at 916.445.9449.

By Jessica Valdez, CDE, Standards and Assessment Division, < jvaldez@cde.ca.gov >

Preparing the Ground, Part II

Supporting and Sustaining Change in High Schools - Part Two

American high schools have been engaged in substantive change efforts over the last 50 years...if not longer. In the last ten years, these efforts moved beyond rhetoric and into action with the passage of legislation supporting high standards for all students. As seen with recent national policy developments, educational assessment programs and corresponding accountability mechanisms are not a passing fad.

The following questions, taken from a longer presentation on the change process are helpful for a mid-year review of progress at the site level. The unique presentation uses farming metaphors and imagery to convey the challenges of educational reform.

Threshing and Shucking

- If you add something to the schedule, curriculum or calendar, what are you going to take away in exchange?
- Have you balanced instructional decisions against the school wide plan and objectives?
- Have you used collaboration when redirecting funds, eliminating programs or reassigning staff?
- Have you noted school rituals and traditions when beginning the change process?

Breaking Ground

- Is the change process rooted in the classroom?
- Have you used information to build traction for change?
- Are there visible reminders of progress?
- Does everyone know their roles in the process?
- Have you provided progress reports to feeder schools and community groups?

Ranges and Fences

- Are committees and groups representative of the entire school community?
- Have you challenged strict departmentalism?
- Have you created positive venues for venting?
- Have you built in flexibility in the process?
- Are you practicing inclusion?

Fertilizers and Amendments, Water and Sunshine

- Have you developed a newsletter to support the change? Have you continued to assess funding targets? Is the money going where it is needed?
- Have you kept the process fun? Are you enjoying the work?
- Do you challenge negative comments with positive comments?
- Have you taken a strong position with saboteurs?

Preparing the Ground, Part II (cont.)

Reaping, Picking and Canning

- Have you allowed others to share your accomplishments?
- Have you kept a running record of what works?
- Have you shared your success with other professionals at conferences and in publications?
- Have you pruned and burned the things that didn't work?

These questions point the way for work to be done or to celebrate the work that has been accomplished. For more information on the change process in California schools, please reference *Aiming High; High Schools for the 21st Century* available from CDE Press at < www.cde.ca.gov/cdepress/ >.

By Michael L. McCoy, Grant Union School District, Norwood Jr. High School
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C o u n s e l o r ' s C o r n e r

"Whether or not your school is sanctioned under IASA as a PI school, been through an academic audit under PSAA, designated as an II/USP school, or has a qualifying API for HPSGP (or HP for short), LEA's will want to pay close attention to their AYP as defined by NCLB." If you understand this sentence, then pat yourself on the back for keeping up to date on the latest terms in school improvement. A glossary is provided below. See how many terms you can use in one sentence at your next staff meeting and watch people's eyes glaze over. It's fun. Try it!



API – Academic Performance Index (as determined by state standardized testing)

AYP – Adequate Yearly Progress, the federal measurement of the incremental improvement of a school

HPSGP (HP) – High Priority Schools Grant Program (High Priority for short). State intervention program that provides \$400 per student for three years to schools in decile rank one of API

II/USP – Immediate Intervention/Underperforming Schools Program. State intervention grant program that provides \$200 per student for two years for schools ranked in the bottom five deciles of API

IASA – Improving America's Schools Act of 1994. The reauthorization of the Elementary and Secondary Education Act (ESEA), the federal education law

Counselor's Corner (cont.)

LEA – Local Education Agencies, e.g. school districts

NCLB – No Child Left Behind. The 2001 reauthorization of the federal education law, Elementary and Secondary Education Act (ESEA), replacing the Improving America's Schools Act (IASA) of 1994

PI – Program Improvement

PSAA – Public Schools Accountability Act

For a list of additional acronyms and abbreviations, visit the California Department of Education's Web site at < www.cde.ca.gov/help/acronyms.htm >

By Paul Meyers, CDE, Counseling and Student Support Office, < pmeyers@cde.ca.gov >

Current Trends in Arts Assessment



Within recent years, there has been a significant amount of work devoted to the development of arts assessment models at the state and national levels. The arts have been leaders in employing authentic assessment through the use of performance-based tasks and projects to quantify student standards-based achievement.

The State Collaborative on Assessment and Students Standards Arts Education Consortium (SCASS-Arts) is an initiative operating under the auspices of the Council of Chief State School Officers (CCSSO). The SCASS-Arts Education Consortium is a collaborative among member states to develop and disseminate model assessments in the visual and performing arts and provide professional development materials and opportunities for teachers. Through SCASS-Arts, member states are able to draw on the best work from across the nation, thereby gaining a broader and higher quality product at a lower cost than if they attempted to develop assessment systems on their own. Some products produced by SCASS-Arts are:

- Guidelines for Videotaping Performance Assessment
- Arts Assessment Lessons Learned from Developing Performance Tasks (available in hard copy and CD ROM)
- Presentation Materials from the National Arts Assessment Institute
- Arts Education Year-End Report and Collection of Refined and Unrefined Exercises Developed for the 1997 NAEP Arts Education Assessment

SCASS-Arts has spent the past year initiating a new way to build an assessment item pool using the Internet. With the help of a similar program designed in California by Heather Dabel and others at the Kern County Office of Education, SCASS-Arts has implemented the Web-

Current Trends in Arts Assessment (cont.)

based Item Pool Project (WIPP) in six of the participating states. This process is designed to complement and supplement the existing collection of performance assessment exemplars already developed by the group. The WIPP plan, to be completed by the SCASS group over a three-year period, is a four-step process beginning with developing selected-response arts items in the first year, and each year adding more complex items such as short- and extended-response items and increasingly more complex stimulus material such as audio, video, and digital imagery.



The first step is the development of a system of trainer/coaches in each of the states who, together with the SCASS-Arts representatives, train teachers and arts educators to generate the assessment materials for the item bank. Support for this process is through small grants from SCASS-Arts and by professional development funds in the states.

Second, the new items are generated at the state level using specific criteria established by the SCASS group to assure quality and consistency. After the items are checked by the state team, they are submitted to the Web site in a format that will allow them to be sorted in a variety of ways such as arts form, grade level, or national standard. Content and assessment experts then place the raw items in a queue for review.

In the third step, teams of content and assessment experts examine each of the submitted items according to the criteria established by the group and either pass the item on to the next level of review, or send it back with comments for additional work. If the item is sent on, it receives another review by the SCASS members before it is placed in the final pool. All this activity takes place online in the virtual, Web site workroom.

And finally, when the item pool database has a sufficient number of items, it will be made available to state departments of education and teachers in the participating states. Persons accessing the Web site to build an assessment can request items using the various criteria applied to initially classify the items. However, a strong caveat is provided. Because these items have not been tested or piloted and no analytical data are provided, prudent assessment development procedure demands that the material be thoroughly screened and piloted by the state or district before use in any large-scale application.

This Web-based process offers a new way in using currently available technology to overcome some of the challenges of time, space, and money that are sometimes encountered in building assessment item pools. California is a major player in this project and has developed a similar item pool through its local arts assessment group, the California Arts Assessment Network (CAAN). There are 31 member districts in CAAN who are developing models for end-of course exams, large-scale multiple measures, and portfolio assessment tools.

Additional information on SCASS-Arts and CAAN can be obtained from Don Doyle, CDE Visual and Performing Arts Consultant, < ddoyle@cde.ca.gov >.

Superintendent Jack O'Connell

Introducing Superintendent of Public Instruction Jack O'Connell



Jack O'Connell was elected to serve as California's 26th State Superintendent of Public Instruction on November 5, 2002, after serving two decades in the California State Legislature.

Throughout his career, Superintendent O'Connell has always stressed education improvement. As the author of numerous landmark education bills in both the Assembly and the Senate, he made quality education in California his number one priority. This commitment to the children of California earned Superintendent O'Connell the praise and respect of his colleagues and contemporaries, as well as more votes in his election than any candidate in the country in a contested race.

At the helm of the California Department of Education, Superintendent O'Connell will focus on accountability, access and opportunity. As a proven team builder with the ability to forge consensus on thorny issues, Superintendent O'Connell will continue efforts to fortify California's world class academic standards and assessment system and support its classrooms, especially where challenges are strongest. He is a long-time advocate for smaller class sizes, improved teacher recruitment and retention, comprehensive diagnostic testing and adequate school facilities.

Jack O'Connell was born in 1951 in Glen Cove, New York. In 1958, his family moved to Southern California where he attended local public schools. He received his bachelor of arts in history from California State University Fullerton (CSU) and earned his Secondary Teaching Credential from CSU Long Beach in 1975. He returned to his high school alma mater to teach for several years and later served on the Santa Barbara County School Board.

He was elected to the 35th State Assembly District in 1982 and was reelected by wide margins thereafter, once garnering both the Republican and Democratic nominations. In 1994, O'Connell was elected to the 18th State Senate District, and easily won reelection in 1998.

Superintendent O'Connell and his wife Doree have been married for over 25 years and have a 16-year-old daughter, Jennifer, in public school. Doree O'Connell recently earned her teaching credential at Cal Poly San Luis Obispo.

CalTeach Information

Becoming a credentialed teacher can be confusing, complicated and frustrating. CalTeach (California Center for Teaching Careers) has made it easier by providing personalized information to future teachers. By registering on < www.calteach.com >, users receive:

1. Personalized checklist of steps to becoming a credentialed teacher
2. E-mail reminders of important deadlines (financial aid, scholarships, tests)
3. Support programs (financial and academic) and contact information
4. Colleges and universities that offer credential programs

This is a free service, provided by CalTeach, a program administered by the CSU Chancellor's Office. Have your student log on and register. We will keep them on the path to teaching! You might want to log on too.

California English Language Development Test

Annual Assessment

The California English Language Development Test (CELDT) annual assessment window, for the annual assessment of English learners, closed on October 31, 2002. The California Testing Bureau reports that districts met the deadline, and 1,292,138 annual assessment tests have been scored.

Initial Identification Assessment

Initial identification assessment is ongoing. More than 300,200 initial identification tests were scored between July 2002 and December 2002.

Listening/Speaking Exemption – Problems

Most districts have received their annual assessment results. Some districts have encountered discrepancies between their local listening/speaking test results and the official scores supplied by the test publisher. These discrepancies have frequently been linked to site errors regarding the implementation of the listening/speaking exemption. Districts have been notified that the test publisher score is the student's official score and will be used for CELDT Web site summary results.

Excessive Materials Charge

Districts are responsible for the cost of excessive CELDT materials. The excessive materials charge is levied on the number of tests ordered, compared to the number of tests scored. Districts do not get credit for tests sent back to the publisher. Therefore, destroying unused CELDT materials (Form A or A+) did not impact the excessive materials charge. The charge, levied by the publisher, is provided for in CELDT regulations:

"If the school district places an order for tests for any school that is excessive, the school district is responsible for the cost of materials for the difference between the sum of the number of pupil tests scored and 90 percent of the tests ordered..." Title 5, California Code of Regulations, Division 1, Chapter 11, article 2, Administration §11511 (d)

Kindergarten Pre-enrollment Assessment

Students entering kindergarten in the fall of 2003, who pre-enroll, may be assessed with the CELDT during spring pre-enrollment for kindergarten and do not need to be reassessed during the 2003-2004 window. This differs from the grades one through twelve requirements. Because the children are not attending school in the spring, but are pre-enrolling for kindergarten in the fall, the initial identification administered in the spring satisfies the English language proficiency assessment requirement.

By Jeanette Spencer, CDE, Standards and Assessment Division, < jspencer@cde.ca.gov >

*He who dares to teach must never cease to learn.
--Richard Henry Dann*



High School!



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Conference Calendar

The 7th Annual National Conference on Standards and Assessment

Las Vegas, Nevada
Harrah's Hotel & Casino
April 3 - 6, 2003
800.242-3419

< www.learning24-7.com/ >

More from CDE's Conference Calendar:

< www.cde.ca.gov/calendar.html >

W o r t h a C l i c k

Aiming High: High Schools for the 21st Century is a how-to document for implementing a standards-based educational system. *Aiming High* is now in its third printing and available from CDE Press < www.cde.ca.gov/cdepress/ > as Item 1559 for \$13.25 plus tax, shipping and handling.

The *Aiming High* ToolKit and additional resources including subscribing to the Aiming High Listserv are available < www.cde.ca.gov/shsd/aimhigh/ >.

Part of a solid accountability system is using good assessments, and using more than one. See a sample performance assessments (elementary, middle and high school) and assessment template tools. < www.edaccountability.org/ >.

Teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn. Thomas Guskey shares his expertise in ASCD's *Educational Leadership*, February 2003 issue < www.ascd.org/ >.

G o t e - m a i l ?

Join the CDE HIGH SCHOOL! list serve at < www.cde.ca.gov/shsd/newsletter/ > to receive reminder messages about upcoming issues and Web posting dates.

If you have comments, contributions, or questions for *High School!* please contact Kelly Goughnour at < kgoughno@cde.ca.gov >. Your ideas and suggestions are welcome.